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ABSTRACT

The language development activities suggested in this pamphlet are designed to involve parents of five-year-old children in the development of the children's capacity to learn. Arranged by general time frames, the suggested activities are accompanied by the expected learning outcomes, such as using action words effectively in sentences, using gross time perceptions, recognizing familiar word forms, developing motor coordination, verbalizing basic associations, and identifying sounds. The activities emphasize the following: simple computation in math, temperature change, reading pictures, forming sets and subsets, drawing geometric shapes, creating new colors, identifying likenesses and differences in words and forms, relating and reading experience stories, understanding the relative use of coins to the value of a quarter, and developing a sense of time duration. (HOD)

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Academic Expectations of Five-Year-Olds in Terms of Parent Observations

The first experiences in school are very important for youngsters. It is a time for them to do well in school and to enjoy learning. There are things that can be done both at school and at home to help the child grow in a wholesome way.

This pamphlet contains activities which you may do at home with your five-year-old. The activities are designed to aid your child's learning during the school year. Your cooperation will help your child develop his ability to learn.

LANGUAGE DEVELOPMENT

ACADEMIC EXPECTATIONS
(September through Mid-January)

The student will be able to:

Name familiar objects using both the singular and plural forms of words.

Use action word effectively in sentences.

PARENT INVOLVEMENT ACTIVITIES

Language patterns can be reinforced during routine discussions with the child.

Parent: "There is a girl. There are many _____."
Child: "Girls."
Parent: "I see one child. I see many _____."
Child: "Children."

Direct the child's attention to activities going on around him.

Parent: "Yesterday the man was painting the house. Today the house is _____."
Child: "Painted."
Parent: "I am opening the can in the kitchen. Now the can is _____."
Child: "Opened."

ACADEMIC EXPECTATIONS
(September through Mid-January)

Use gross time perceptions.

Recognize familiar word forms.

PARENT INVOLVEMENT ACTIVITIES

While preparing meals, setting the table, or getting ready for bed, parents can encourage the child to express language referring to periods of time in the day.

Parent: "I eat breakfast in the _____."
Child: "Morning."
Parent: "I eat dinner in the _____."
Child: "Evening."
Parent: "I come home from school in the _____."
Child: "Afternoon (morning)."
Parent: "I get ready for bed in the _____."
Child: "Evening."

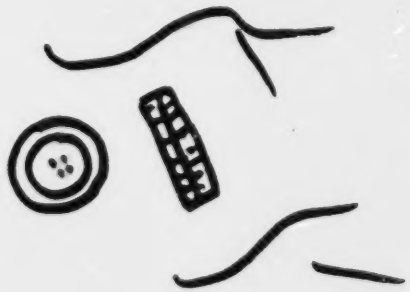
As you share a T.V. program with the child, note the familiar commercial advertisements such as for cereals or detergents. Have the child look through magazines and other printed materials and cut out pictures of the same commercial products you have at home. Let the child create his own picture dictionary.

MOTOR COORDINATION

ACADEMIC EXPECTATIONS (September through Mid-January)	PARENT INVOLVEMENT ACTIVITIES (Observations)
Name body parts and control body movements.	While your child dresses or undresses, ask him to name the parts of the body associated with certain pieces of clothing. Encourage the child to respond with movement to the rhythm patterns he hears in music.
Assemble a 32-piece puzzle.	Help the child select a simple picture from a magazine. Place it on a firm backing. Cut the picture in a zig-zag fashion to make him a puzzle.
Identify equal parts of the whole.	During food preparation, the child can determine halves and fourths of cut-up foods as a half of an apple or a fourth of an orange. Let the child measure water in cups in halves, and one whole.
Estimate weight as either heavy or light.	At playtime or at clean-up time, encourage the child to tell you what toys are heavy or light, or which is the heavier or lighter one of two. During water play, he can judge what will float and what will sink.
Imitate rhythmic patterns .	Clap patterns of rhythms you hear from music on the radio. Have the child repeat them or beat them out on a drum or pan.

MOTOR COORDINATION

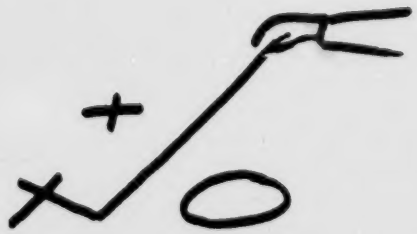
ACADEMIC EXPECTATIONS (September through Mid-January)	PARENT INVOLVEMENT ACTIVITIES (Observations)
Recognize textures.	Put into a bag familiar toys that feel soft, hard, smooth, rough, prickly and slick. Let the child feel the toys and then describe them.
Use scissors.	The child will be able to cut along a straight line you have drawn on paper. On laundry day, the child is able to hang up simple garments with clamp clothespins.
Tie, button and zip clothing.	Select toys that the child can dress or undress or objects that he can button, tie or zip. The child is also able to dress himself as well as help dress members of the family.
Develop large controlled movements while working at a chalkboard.	Using oilcloth or white paper and a large crayon, have the child write large figures.



In mid-January of the entering school year, the child will experience activities similar to those given below. At home, the child could be assisted in the learning procedure by working with the suggested activities.

MOTOR COORDINATION

ACADEMIC EXPECTATIONS	PARENT INVOLVEMENT ACTIVITIES (Observations)
The student will be able to:	
Skip using alternate footing.	While he plays or walks, note how the child uses stepping stones, slide ladders, or steps--one at a time or skipping.
Run toward a given object in a given direction.	Ask the child to run to a (given) target object in a (given) specific direction, and note how well he stays in line with the object.
Refine hand-eye coordination.	Give the child toys or measuring cups that he can "nest" into one another. Let him collect and place seashells or pebbles in small containers.
Draw intersecting lines (+), oblique lines (X), and circles (O).	Make a small sandbox and let the child trace intersecting and oblique lines and circles.



LANGUAGE DEVELOPMENT

ACADEMIC EXPECTATIONS	PARENT INVOLVEMENT ACTIVITIES (Observations)
The student will be able to:	
Verbalize basic associations.	At the dinner table or after supper, make observable associations with him. Parent: "Soup is hot, ice cream is _____." Child: "Cold." Parent: "I sit on a chair; I sleep on a ____." Child: "Bed." Parent: "John is a boy, Mary is a _____." Child: "Girl."
Increase awareness of the need to follow rules and regulations, developed for the benefit of the group and understand the rules of the individual in a group.	Encourage the child to play with other children, sharing and taking turns as appropriate.
Learn values, skills and knowledge through association with adults.	Encourage the child to initiate conversations with adults.
Determine groups of objects by two or three characteristics as size, shape and color.	After a shopping trip, ask the child to help unpack groceries and group vegetables or fruit by either size, color, or shape.
Identify specific noises.	While walking through the neighborhood or at play, ask the child to identify noises he hears. Encourage him to describe them as being loud or soft, high or low.

ACADEMIC EXPECTATIONS	PARENT INVOLVEMENT ACTIVITIES (Observations)
The student will be able to:	
Choose the word or numeral that is not the same in a series of words or numerals.	During the time you are in the kitchen, you can play "Can I Fool You?" Parent: "See if I can fool you. I'm going to name some things in the kitchen. See if you can catch me naming somethink that is not in the kitchen. Ready . . . pan, bowl, stove, sink, car . ." Child: "Stop! A car is not in the kitchen."
Identify beginning and final sounds heard in spoken words.	Have the child cut out pictures of things he would see on special trips, such as things at an airport, a circus, a supermarket, and a fire station. Under each trip title, have the child group his pictures by the same beginning and/or final sounds you name for him.
Create rhyming words.	As you are talking with your child or reading a story, begin a speaking game by asking the child to match or rhyme the last word you say. Parent: "Today I'm going shopping." Child: "Shopping--Mopping."

In June, at the close of the school year, the child will have participated in activities which have emphasized the following:

Simple computation in math

Understanding the relative use of coins to the value of a quarter

Developing a sense of time duration

Acknowledging temperature change

Drawing geometric shapes (□ ▭ △ ○ ◇)

Forming sets and subsets

Creating new colors by using the primary colors

Matching upper and lower case alphabet letters

Reading pictures in library books and other printed materials

Relating and reading experience stories

Identifying likenesses and differences as they appear in written words and familiar forms.